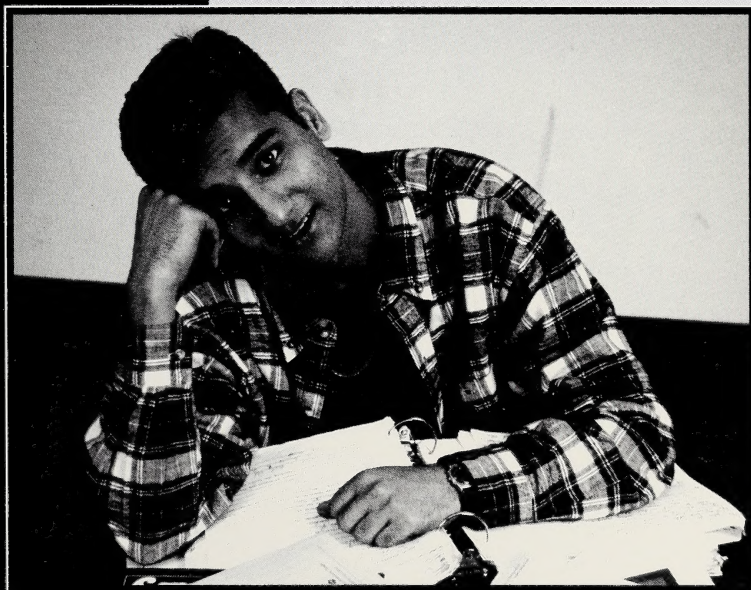


10

FRENCH



Module 2: En classe

SEP 14 1995

French 10

Module 2

En classe



**Distance
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ACKNOWLEDGEMENT

Alberta Education gratefully acknowledges extensive use of learning materials from the Saskatchewan Government Correspondence School in the development of this French 10 program, which is based on the *Entrez 1* materials published by Copp Clark Pitman Ltd., 1987. Alberta Education also acknowledges with appreciation the permission granted by Copp Clark Pitman Ltd., Publisher, to reproduce materials from *Entrez 1* components.

This document is intended for	
Students	✓
Teachers (French 10)	✓
Administrators	
Parents	
General Public	
Other	

French 10
Student Module
Module 2
En classe
Alberta Distance Learning Centre
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Bienvenue au module 2!

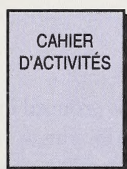
Welcome to Module 2!

We hope you will enjoy your study of *En classe* (In Class). In this module you will use a variety of resources:

- the student module booklet
- the student text, *Entrez 1*
- the workbook (*Cahier d'activités*)
- the visuals (vocabulary posters)
- the VHS videotape, which explains the vocabulary visuals
- the workbook audiotapes
- the textbook audiotapes
- the blank audiotapes for recording your oral work
- the French Grammar Booklet
- a good French-English dictionary

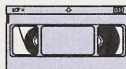
To make it easier to tell when to use which resource, you will be prompted by symbols called icons.

This icon will prompt you to use the textbook.

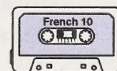


This icon will prompt you to use the workbook.

This icon will prompt you to use the videotape.



This icon will prompt you to use one of the prerecorded audiotapes.



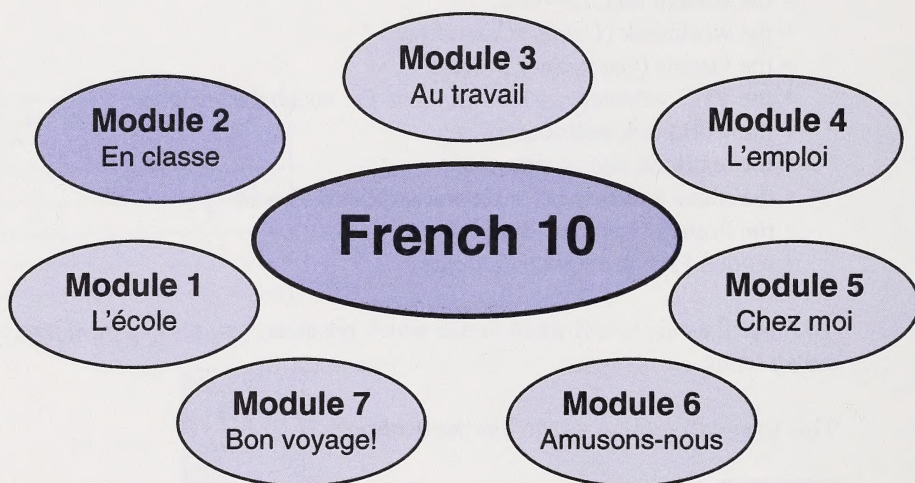
This icon will prompt you to use one of the "blank" assignment tapes. (You can use any blank cassette for this purpose, not only the tapes that came with your course.)



COURSE OVERVIEW

The document you are presently reading is called a student module booklet. It is a study guide for the textbook, workbook, videotape, and audiotapes. It will take you through the course and show you, step by step, what to do and how to do it. At times you will need extra information on grammar points, pronunciation, listening skills, and cultural content. You may need to talk to your teacher or facilitator. Whenever you sit down to work on your course, you should begin by referring to the student module booklet.

Modules 1 and 2 correspond to *Unité 1* of the textbook and Modules 3 and 4 correspond to *Unité 2* of the textbook. The remaining three modules correspond to the last three units of the textbook. There are seven modules in this course:



Each module comprises two to four sections. Within each section, your work is grouped into activities. Within the activities, there are readings, explanations, and questions for you to work through. You will correct these exercises yourself using the *Après tout* (the appendix) at the end of each module. This will provide you with immediate feedback on your progress. Your grading in the course is based upon the assignments that you submit for evaluation and upon the final test. In each section, you will complete parts of the assignment. At the end of the module, you will submit all parts of the assignment for evaluation.

Module 2 is organized like this:

- Section 1 Activity 1 (Check your answers in the Après tout.)
 Activity 2 (Check your answers in the Après tout.)
 Section 1 Assignment (Complete this, but don't mail it in yet.)

- Section 2 Activity 1 (Check your answers in the Après tout.)
 Activity 2 (Check your answers in the Après tout.)
 Activity 3 (Check your answers in the Après tout.)
 Section 2 Assignment (Complete this and mail it in, together with the Section 1 assignment.)

You will submit assignments at the end of each of the seven modules.



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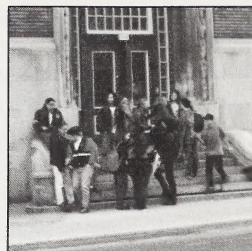
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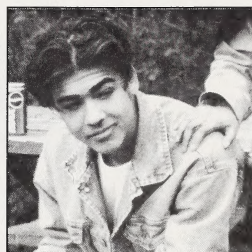


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MODULE OVERVIEW

Imagine you are on a student exchange to a school in Quebec. What are the types of things you would have to be able to communicate so you could function, and feel comfortable, in that French setting? You would need to know how to sort out your timetable and to ask your way to particular courses in certain classrooms. You would also need to know how to introduce yourself and understand as others are being introduced to you. Asking permission, such as to leave the room, would also come in handy. Module 2 will help you develop those language skills and concepts, as well as giving you more vocabulary and phrases so you can describe your school and home to your new-found friends and you can understand as they in turn describe Quebec's school system.

Imagining you are on a student exchange to Quebec is not really so farfetched. Did you know that there is a bustling exchange program between Quebec and Alberta? If you are interested, you should call your Government of Alberta operator at 310-0000 and ask for the National and International Education Branch of Alberta Education. They operate three-month exchanges that cost the participants very little. The odds are pretty good at being selected, too: at this point, about one in three applicants are selected. Can you imagine? It would really let you put to good use the skills you are learning in this course.

Module 2 En classe

Section 1 Les systèmes scolaires

Section 2 Je suis d'accord

Evaluation

Your mark will be determined by how well you complete the assignments at the end of each section. You must complete all assignments. In this module, you are expected to complete two assignments. The mark distribution is as follows:

Section 1 Assignment	100 marks
Section 2 Assignment	100 marks
TOTAL	200 marks

When doing your assignments, work slowly and carefully. If you are having difficulties, go back and review the material in the textbook and module booklet. If you are still stuck, call your distance learning teacher or facilitator.

Read all parts of the assignment carefully and complete your work neatly. You will record some parts of the assignment on tape, others will be done on pages of the workbook (*cahier d'activités*), and still others will be completed on your own paper. When using lined loose-leaf pages, leave one wide margin for the teacher's comments. Before submitting your assignments, read your answers carefully to make sure that they say what you want them to say.

Send in only the material requested in the assignments (*les devoirs*). On pages of your own paper, clearly identify each page, with this information placed at the top:

French 10	Module #	Section # Assignment	Page #	Name and ID #
For example:				
French 10	Module 2	Section 1	Page 41	Laurel Price #5555555

Section

1

Les systèmes scolaires



France has a national school system with just one department of education for the whole country. Here in Canada, each province has its own educational system. How does Alberta's school system differ from Quebec's? You will find the answer in Section 1. You will also practise asking where people and things are, and using numbers over 100. You will use another way of showing possession, and introduce people to each other, both formally and informally. These are all things you would need to know to function during your first few days in a new French school.

Activity 1: Des questions

At the end of Module 1, Section 2, you used the expression *qui est*. You will begin this module with similar expressions: *où est* and *où sont*.

Workbook (Exercice d'écoute I, page 9)

Serge is standing outside his classroom door. M. Robitaille sees him and says to the class, « *Où est Serge?* » What would you answer?

Claudine and Suzanne are giving a presentation to the class from behind M. Robitaille's desk. The principal walks by and says, « *Où sont Claudine et Suzanne?* » What would you answer?

Doug has just returned a book to the library. His friend Kim meets him in the hall and says, « *Où est le livre?* » What would you answer?

You promised to bring pictures. You forgot them at home. Your friend says, « *Où sont les photos?* » What is your answer?

In the preceding sentences, someone is asking about the whereabouts of people or things. To ask “where” you use the word *où*. Here are the answers to the previous questions.



Serge est dans le couloir.

Claudine et Suzanne sont derrière le bureau (ou devant la classe).

Le livre est à la bibliothèque.

Les photos sont à la maison.



- A. This is a listening and a comprehension exercise. There are two things to do for each item. Insert audiocassette 3A, and listen to the instructions. Follow in your workbook on page 9. Number one is done for you. Notice that the items are in vertical columns. Number two is below number one, not beside it. Proceed with this activity now.

Save this exercise to submit as part of your module assignment.

Student text (La voix des jeunes II, C. Où sont les absents?, page 29)

- B. Open your text to page 29. Now that you are familiar with the phrase *où sont*, you should be able to figure out the title to exercise C. Even if you are not sure of its meaning, continue on. Read the introductory scene. Here are some questions to help you understand it.

1. Comment s'appelle le prof d'anglais?
2. Combien d'élèves sont absents de la classe?
3. Qu'est-ce qu'elle demande?
4. Qui répond?

Check your answers by turning to the *Après tout*, Section 1: Activity 1.



Listen to the conversation between Miss Hastings and her students on audiotape 1A. Replay the tape as many times as necessary, to feel comfortable with the fluency and to learn the pattern. Next, do numbers 1 to 7 of the exercise. Use the top example when you are asking about one person (*où est*) and the bottom example when you are referring to two or more people (*où sont*). Work with a partner if possible; if not, be sure to say both the questions and the answers **aloud**.

Workbook (*Exercice écrit 12, pages 26 and 27*)

Prepositions are words which link nouns or pronouns to other parts of the sentence. If you need to review them before starting the workbook exercise, you will find them at the beginning of Module 1, Section 2.



- C. Next, open your workbook to pages 26 and 27. Read the instructions at the top of the page. There are **two** things to do for each question. First, decide whether you need to use *où est* or *où sont*. Then choose the correct preposition to complete the meaning of the sentence. Do this exercise now.

Save this exercise to submit as part of your module assignment.

Student text (*La voix des jeunes II, D. Périodes libres and E. Quels horaires!, pages 30 and 31*)



Open your text to page 30. Exercise D is called *Périodes libres*. Without too much thought, you can see the resemblance of this expression to its English equivalent, “free periods.” Look at your own timetable. How many spares do you have? Above each one, write *période libre*. Now, read your introductory lines to exercise D on page 30.

- D. Do a comprehension check by answering the following questions.

1. Qui pose des questions?
2. Qui répond aux questions?
3. Où est la secrétaire (probablement)?

Check your answers by turning to the *Après tout*, Section 1: Activity 1.

Vocabulary

Je ne sais pas.
peut-être

I don't know.
maybe



Now, insert audiotape 1A. Listen to the short dialogues as often as necessary to feel the flow of the pattern and to master the pronunciation. Continue the exercise by doing numbers 1 to 8 at the bottom of page 30. It would be good to do this with a partner if possible. If not, be sure to practise the sentences aloud.



In exercise E on page 30 of the text, *Entrez 1*, the students are trying to sort out their timetables and classes (see text, page 31). They are asking each other about their teachers and the classrooms where they are to go. Read Trinh and Tom's conversation once; then play audiotape 1A, and listen to it several times. Practise being Trinh and Tom by substituting into the bubbles the words from numbers 1 to 4 at the bottom of the page.



Vocabulary

Attends.
Voyons.
Quel dommage!
C'est dommage.

Wait.
Let's see.
What a shame!
It's too bad.

You will be asked to record this conversation for the assignment.

Numbers in the Hundreds

In Module 1, you reviewed the numbers up to 100. Go back to that page now and make sure you understand the number system before proceeding.

The word for 100 is *cent*; 200 is *deux cents*. Notice the addition of *s* at the end of *cent* when it expresses more than one hundred. Three hundred would be *trois cents*, 400 is *quatre cents*, and so on. However, if the hundred is followed by another number, *cent* does not take an *s*. For example, 201 is *deux cent un*. Notice that there is no *s* on *cent* in this case. Four hundred twenty is *quatre cent vingt*; 656 is *six cent cinquante-six*. Only round hundreds figures take an *s*.

- E. Look at Trinh's timetable on page 31 in the text. On day 1, first period, she has a history class in room 115 (la classe cent quinze). Her second period is a French class in room 217 (la classe deux cent dix-sept). Practise saying all the room numbers outlined on the timetables on page 31.

Check your answers by turning to the *Après tout*, Section 1: Activity 1.

Student text (Situation 2, D, pages 42 and 43)



Page 42 in your text has the identification cards of four students. These cards need to be shown for admission to the school dance. Read the lines of explanation at exercise D and study the cards. On page 43, the exercise continues with the statement that a teacher is at the gym door looking at the ID cards and asking questions. The list of questions begins with *Comment t'appelles-tu?* Chris Spirou's answer is written in the bubble on page 43.

F. Read it carefully. Then, following the same pattern, write out the answers to the same questions for Claudine, Jason, and Rachel. When you have completed these three, write out your own ID information. You may use the ID card you made up for yourself on page 35 in your workbook, or you may make up a fictional one. You may title this exercise, *Ma carte d'identité*.

Check your answers by turning to the *Après tout*, Section 1: Activity 1.

Diversity/Diversité

At varying intervals throughout this course you will come across material under the heading, Diversity/Diversité. It deals with interesting cultural facts concerning French Canadians.

A Comparison of School Systems

Turn to page 218 in your text. Look at the diagram of the school system in Quebec. As you can see, it has many roads to the same end: the work world or, as it is called in the diagram, *le marché du travail*.

The system contains these steps:

1. kindergarten (*la maternelle*) 1 year
2. primary school (*l'école primaire*) 6 years
3. high school (*l'école secondaire*) 4, 5, or 6 years

If you take the five-year course in high school, you graduate after grade 11 (*secondaire cinq*) and go on to higher studies. If you take the four-year course, you graduate after grade 10 (*secondaire quatre*) and go to work. You may also graduate after grade 12 (*secondaire six*) and go to the work world with better qualifications than would a grade 10 graduate.

4. College (le CÉGEP) 2 or 3 years

CÉGEP stands for *Collège d'enseignement général et professionnel*. As the name indicates, there are two streams: a general education stream, and a professional stream. If you take the two-year general stream, you are qualified to go on to university. If you graduate after the three-year professional stream, you go to the work world with the best qualifications short of university degrees.

5. University (*l'université*) 3, 5, or 6 years

You must attend university at least three years to get a first degree: that would be a bachelor's degree (*le baccalauréat*). Five years will get you a master's degree (*la maîtrise*), and six years a Ph.D., or doctorate (*le doctorat*). You may enter the work world after any of these degrees.

As you can see, the system has a lot of flexibility, but it can be very frustrating if you get into one stream and then want to switch to another one.

A Comparison of the School Systems of Alberta and Quebec

In Alberta, the system usually looks like this:

1. kindergarten (<i>la maternelle</i>)	1 year (or part of a year)
2. elementary school (<i>l'école primaire</i>)	6 years
3. junior high school (<i>l'école secondaire, premier cycle</i>)	3 years
4. senior high school (<i>l'école secondaire, deuxième cycle</i>)	3 years
5. post-secondary education:	
a) college/technical institute (<i>le collège/la polytechnique</i>)	1, 2, or 3 years
b) university (<i>l'université</i>)	4 years (bachelor's degree)
	6 years (master's degree)
	7 years (doctorate)

How many years does it take a student entering *la maternelle* in the Quebec system to complete a bachelor's degree?

la maternelle	1
la primaire	6
la secondaire	5
le CÉGEP	2
l'université	3
total	17

How many years would it take the same student in Alberta to achieve a bachelor of science or bachelor of arts?

kindergarten	1
elementary	6
junior high	3
senior high	3
university	4
total	17

In summary, you will notice that the time is identical. The main difference is that CÉGEP replaces grade 12 and the first year of university.

Does Alberta have post-secondary programs (as Quebec has in CÉGEP) that don't require grade 12? Yes, there are some programs that have a minimum requirement of grade 11 or even grade 10. However, the applicants who are best qualified are usually the ones accepted into the program, so that stated "minimum requirements" are seldom good enough, unless there are other important considerations. Wherever you are, it pays to do your best!

Activity 2: Mes possessions et tes possessions

Showing Possession with *de*

English often uses an **apostrophe** with an *s* to show possession. For example:

This is Kim's book.

My relatives' cars are parked in front of the house.

Sometimes the word "of" is used to express possession. For example:

The friend of my father is a dentist.

She is the cousin of Laurel Price.

French **never** uses an **apostrophe** with an *s* to express possession. Instead, it uses the same system as the English sentences using "of," although it uses the equivalent French word *de*. Before words beginning with a vowel sound, *de* becomes *d'*. For example:

L'ami de mon père est dentiste.

C'est la cousine de Laurel Price.

C'est la sac d'Annie ou d'Hélène?

The word *de* combines with the determiners *le* and *les* to form the words *du* and *des* respectively. For example:

les livres de l'élève the student's books

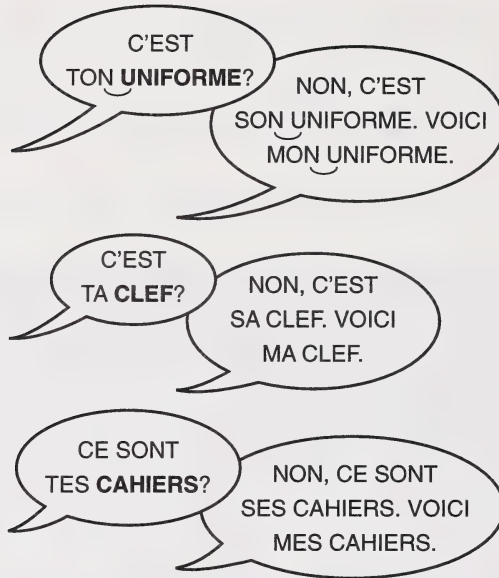
les livres des élèves the students' books

le casier de la fille the girl's locker

le casier du garçon the boy's locker

l'amie d'André Andy's friend

English also uses words like "my," "your," and "his" to show possession. These are called possessive adjectives, since they describe the noun as belonging to someone. The next conversation shows possessive adjectives in more detail.



Possessive Adjectives

Gather together a group of objects. Here are some suggestions:

un livre	un sac à main	une boîte de couleurs
une calculatrice	des boucles d'oreilles	une radio
des stylos	une bague	un porte-monnaie
un sac de sport	un miroir	un dictionnaire
des bracelets	une trousse (a pencil case, a kit)	

Sort the items by gender. Put all the masculine objects in one pile and all the feminine ones in another pile. Pick up the objects or point to them and say, *C'est un(e)...* or *Ce sont des....* By doing this, you are identifying the object.

In order to identify yourself as its owner, you need to use other words. These are *mon* for a masculine object, *ma* for a feminine one, and *mes* for plural objects. *Mon*, *ma*, and *mes* are called possessive adjectives because they relate to the noun and show that it belongs to someone.

Now, go back to your pile of objects and pick up or point to each one and say, *C'est mon/ma...* or *Ce sont mes....* Practise with a partner or by yourself until you feel comfortable with the new expressions.

Workbook (Exercice d'écoute J, page 10)

- A. Turn to page 10 in your workbook. Insert audiotape 3A, and listen to the instructions. You have two things to circle. First, circle the adjective you hear; then circle the picture of the object mentioned. Number one is done for you. When you have finished, replay the tape to double-check your answers.

Save this exercise to submit as part of your module assignment.

**Student text (La voix des jeunes II, F. C'est à qui?, pages 32 and 33)**

Look at the picture on pages 32 and 33 of your text. Each item is numbered. The name of each object is listed beside its number in a column on the right-hand side of page 33. Study this list now. Next, read the title of the exercise. *C'est à qui?* means "Whose is it?" Read the three lines that set the scene for the activity.

- B. Check your comprehension by answering these questions.

1. Comment s'appelle le professeur?
2. Qu'est-ce qu'elle trouve dans la classe?
3. Qu'est-ce qu'elle demande?

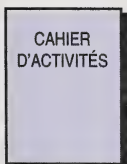
Vocabulary

trouver	to find
C'est à qui?	Whose is it?
voilà	there is, there are
Merci.	Thank you.
De rien.	It's nothing. Not at all.

Check your answers by turning to the *Après tout*, Section 1: Activity 2.



Insert audiotape 1A, and listen to the dialogue. Mrs. Lorrain has found some of her students' things in her homeroom. She asks whose they are. Listen now. When you are ready, practise the dialogue yourself by using the words from the list on page 33 of your text.

Workbook (Exercices écrits 13 and 14, pages 28 and 29)

- C. Exercise 13 on page 28 of your workbook is a crossword puzzle. Look at the picture of the object and write its name in the row next to it. Watch your spelling.

Check your answers by turning to the *Après tout*, Section 1: Activity 2.

- D. Exercise 14 on page 29 of your workbook asks you to indicate what each person is looking for. Use the list at the bottom of the page to help you write the sentences. Follow the example in 1, which is already done for you. If you are having trouble deciding which sentence to use, go on to the next question and then come back to the more difficult one later.

Save this exercise to submit as part of your module assignment.

Introducing People

You have had the occasion to introduce your friends to your parents, your parents to your teachers, your new friends to your old friends, and so on. In French, there are two main introduction patterns. The informal pattern is *Voici mon ami...*; the formal one is *Je vous présente...*. Look at the following dialogues.

Don: Ah, bonjour Luat. Voici mon ami, Mario.

Luat: Bonjour, Mario.

Nicole: Bonjour, M. Robillard. Je vous présente mon père, Robert Romanski.

M. Robillard: Bonjour, Robert. Ça va?

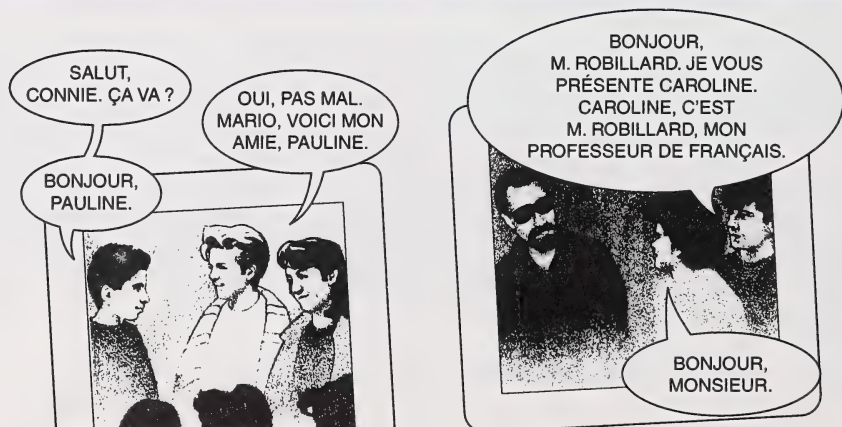
Neelam: Bonjour, Mlle Farland. Je vous présente mon ami, Serge. Il aime les ordinateurs.

Mlle Farland: Bonjour, Serge. Bienvenue à l'école St-Laurent.

Jason: Salut, Martin. Voici mes amis, Paul et Richard. C'est mon ami Martin.

Martin: Bonjour, Paul. Bonjour, Richard. Salut, Jason.

If you can, get together in groups of three or four and practise introducing yourselves to each other. You may pretend that you are a famous person. Be sure to use the patterns *Voici mon ami...* or *Je vous présente...*. Note the use of *vous* in the more formal introductions, like father to teacher.



Student text (Situation 3, pages 44 and 45)

Open your text to pages 44 and 45 and enjoy the picture. Notice the players, the fans, the name of the team, and the students meeting and greeting each other. Read the bubbles; then read the following questions. Play the tape of the conversations. It is on audiotape 2A.

E. Answer these questions about the picture.

1. Quel match est-ce?
2. Comment s'appelle l'équipe?
3. Qui regarde le match?
4. Qui porte un costume de poulet?
5. Comment s'appelle le professeur de français?
6. Comment s'appelle l'amie de Connie?
7. Qui est le numéro neuf?
8. Qui est bête?

Check your answers by turning to the Après tout, Section 1: Activity 2.

Once you have completed and checked your answers, replay the tape again until you can comfortably understand it without following in your text.

Vocabulary

touché	touchdown
C'est la faute de....	It's... fault.
Comme il est bête!	How stupid he is!
Viens ici.	Come here.

More Possessive Adjectives

Collect the following objects. If you do not have the object itself, cut a picture of it out of a flier or catalogue.

As you touch each object, say its French name aloud.

le disque	the record/CD	la cassette	the cassette (audiocassette)
les vidéocassettes	videocassettes (videotapes)	les cartes	the cards (playing cards)
le walkman	the personal stereo	les clefs	the keys
la guitare	the guitar	l'album	the photo album
les uniformes	uniforms	l'argent	the money
l'anniversaire	the birthday	les invitations ...	invitations

Now, look at the following dialogues and decide what *ton*, *ta*, *tes* mean.

Teacher: C'est **ton** walkman?

Student: Oui, c'est **mon** walkman.

Yvette: C'est **ta** radio?

Thérèse: Oui, c'est **ma** radio.

Chris: Ce sont **tes** clefs?

Tom: Oui, ce sont **mes** clefs.

If you remember that *mon*, *ma*, and *mes* are the words for “my,” then it is obvious that *ton*, *ta*, and *tes* are the words for “your.” Again, use *ton* with masculine nouns, *ta* with feminine nouns, and *tes* with all plural nouns. With a partner, if possible, pick up or point to all the objects that you have collected, and ask each other whether they belong to you. Follow the examples above. Remember to change from “your” to “my” in the answers. For example, if someone says, “Is this **your** cassette?” you would answer, “Yes, it is **my** cassette.” You would not repeat, “Yes, it is your cassette.”

Workbook (*Exercice d'écoute K, page 11*)



- F. Read the instructions for your workbook exercise on page 11. Then listen to them on audiotape 3A. There are **two** things to circle in each answer: the correct possessive adjective and the noun mentioned on tape. Listen to each sentence more than once if you need to. Number 1 is done for you.

Save this exercise to submit as part of your module assignment.



Student text (*Les voix des jeunes II, G. Après la partie and H. Le curieux, page 34*)

The title of exercise G is *Après la partie* (After the Party). The paragraph which introduces the dialogue sets the scene. Read it now.

Vocabulary

tout le monde

être pressé

ne reçoit pas

une réponse

everyone

to be in a hurry, to be
pressed for time

does not receive

an answer, a response

Did you understand that Martin was trying to find the owners of things left at his place after a party? Was he successful? Why not?

G. Answer these questions.

- 1 Où est-ce que Martin trouve des choses?
2. Quand?
3. Quel jour est-ce?
4. Où est Martin?
5. Qu'est-ce qu'il demande?
6. Pourquoi est-ce que ses amis ne répondent pas?

Check your answers by turning to the *Après tout*, Section 1: Activity 2.



H. Now listen to audioteape 1A – Martin calling his friends and asking them whether they left their belongings at his house after the party. Practise this pattern by pretending that you are Martin. Call to the people listed in numbers 1 to 8 at the bottom of page 34 in *Entrez 1*. Use the example conversation in the bubbles, substituting the words given in 1 through 8 for the bold-faced words in the bubbles.

If you have a partner, you could expand this exercise and have your friend respond to the questions. For example:

1. Martin: Hé! Doug! C'est ton walkman?
Doug: Ah oui! Merci. **or** Non. C'est le walkman de Mario.

Exercise H is entitled *Le curieux* (The Curious One). To be curious is to be inquisitive. This can be a good thing, but a curious person who overdoes it can become very annoying. *Mario est pénible*. (Mario is a pain.) Why? Because he is always asking questions. His friend Luat says *Quelle question!* (What a question!)

Liaison

When you are listening to the dialogue for this exercise, pay special attention to the pronunciation. You will notice how some words are slurred together. This is called *liaison*. It occurs when the first word of a pair of words ends in a normally silent consonant and the second word begins with a vowel sound. The two words are pronounced together, as if they were one word, and the normally silent consonant is pronounced. *Liaison* is often optional, but it is required in the following cases:

- *determiner + noun/pronoun/adjective* (e.g., *des enfants*)
- *pronoun + verb, or verb + pronoun* (e.g., *nous avons, ont-ils*)
- *short preposition, adverb, or conjunction + the following word* (eg., *en Espagne*)

You don't make a *liaison* in the case of *mais oui* or after *et*.



Insert audiotape 1A, and listen to the dialogue. Replay it as many times as necessary to hear the liaisons; then practise saying them yourself. When you feel comfortable with these expressions, practise saying the whole sentences. Then begin substituting the expressions from numbers 1 through 8 into the pattern. All of the nouns in the exercise begin with vowels, so all of the liaisons will be required.

Workbook (*Exercices écrits 15 and 16, pages 30 and 31*)



- I. Use the list at the bottom of page 30 in your workbook to complete the sentences in *Exercice écrit 15*. The first one is done for you. Remember, you are saying, “Here are your records, your personal stereo, your guitar,” so be sure to use *ton, ta, or tes* as necessary.

Save this exercise to submit as part of your module assignment.

- J. Exercise 16 on page 31 of your workbook adds a review of *mon, ma, and mes*. Chris has written a letter to his friend Diane who will be coming for the weekend. He has a list of activities planned, and he is asking her to bring certain objects. Read the first paragraph and follow the same pattern to complete the letter. Use Chris’s timetable as a guide. Be sure not to forget the possessive adjectives.

Check your answers by turning to the *Après tout*, Section 1: Activity 2.

Student text (*Situation 3, A and B, page 45*)



First, replay the conversations from *Situation 3*, on audiotape 2A. Notice the introduction forms:

Je te présente...
Je vous présente...
Voici mon ami(e)...
C’est...

...and the responses:

Bonjour!
Salut!
Ça va?
Comment ça va?
Ça va bien.



- K. Now go to exercise A in the lower-right corner of page 45 of your textbook. Write out the introduction of your friend, Guy Marchand, to each of the people listed in numbers 1 to 4. Remember to use the proper forms for informal and formal situations.

Check your answers by turning to the *Après tout*, Section 1: Activity 2.

- L. In exercise B, you are asked to introduce one student to another. If you are not a student at school, you may change this to a friend, a neighbour, or a relative. Just be sure to indicate who it is you are introducing, and to whom.

Save this exercise to submit as part of your module assignment.

Conclusion

Would you have guessed that students graduate from high school at the end of grade 11 in Quebec? Probably not. Were you surprised by the fact that a bachelor's degree at university takes a year less in Quebec? (Of course, when you add in the two years of CÉGEP in between, the final total is the same.)

You probably feel more confident, now, in asking where people and things are, and in introducing people. Remember to use the *tu* form when talking to a family member or a young person, and the *vous* form when talking to an older person or when talking to two or more people. Teachers will use *tu* when talking to a student, but generally expect students to use *vous* when talking to them. However, preferences vary. In Quebec, teachers sometimes prefer students to use the *tu* form when talking to them. In France, that would probably land you in the *bureau du directeur* for insolence! Unwanted familiarity is considered impolite, so, when in doubt, it's usually safest to use *vous*.

Section 1 Assignment

Listed here are the assignments that are to be sent in for evaluation. You have already completed most of these assignments as you worked through this section. At this point, you should do any remaining parts of the assignment, including the recordings. Collect all your assignments, but do not send them in yet. You will send them with the assignments for Section 2. Do not rewind your oral assignment tape when you have completed the oral assignments here, so that the tape will be ready for you to add the oral assignments for the next section.

Here are your instructions for this assignment.

32

- A. Submit these listening exercises.

Workbook, *Exercice d'écoute I*, page 9 (16 marks)

Workbook, *Exercice d'écoute J*, page 10 (8 marks)

Workbook, *Exercice d'écoute K*, page 11 (8 marks)

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- B. Submit these writing exercises.

Workbook, *Exercice écrit 12*, pages 26 and 27 (24 marks)

Workbook, *Exercice écrit 14*, page 29 (8 marks)

Workbook, *Exercice écrit 15*, page 30 (16 marks)

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C. Submit the following oral exercises, recorded on your blank tape.

- Trinh and Tom's conversation in *La voix des jeunes II, E. Quels horaires!*, on page 30 of your text. Try to speak with as much expression and fluency as possible. Practise a few times before recording your exercise. **(10 marks)**
- your personal identification card as you prepared it for *La voix des jeunes II, D. Périodes libres*, on page 43 of your text. Use the pattern in the bubble as a guide. **(5 marks)**
- your answer for *Situation 3, B*, on page 45 of the text **(5 marks)**

Section

2

Je suis d'accord

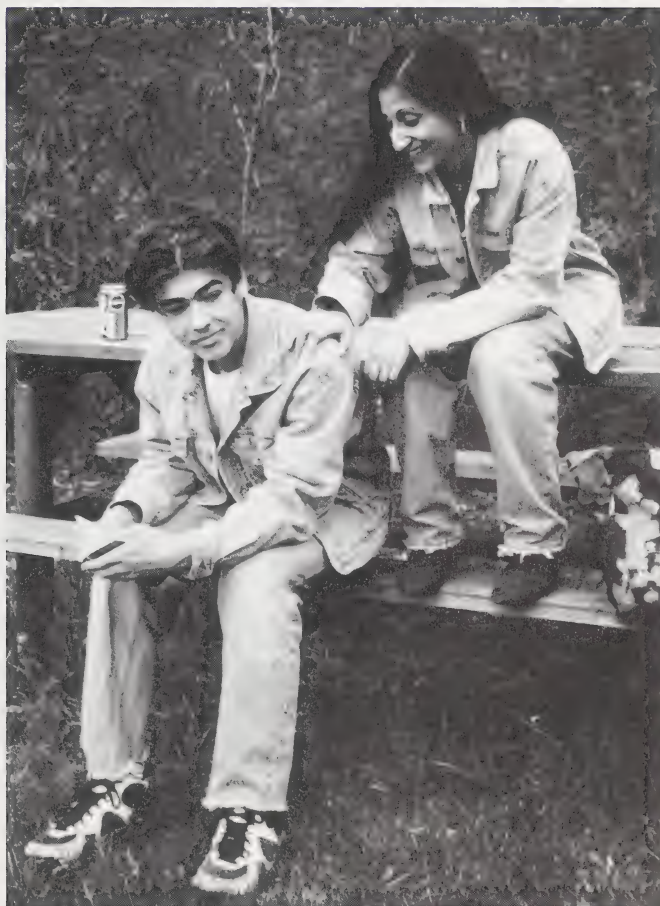


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In Section 2, you will practise asking permission from your teacher. You will also learn to take advantage of the fact that English and French share a lot of the same words. You will learn to recognize cognates, words that are very similar in the two languages.

Opinions: How do your dreams compare to reality? What are your preferences? There are times when you simply have to express your agreement or disagreement on things, and in Section 2 you will practise doing so.

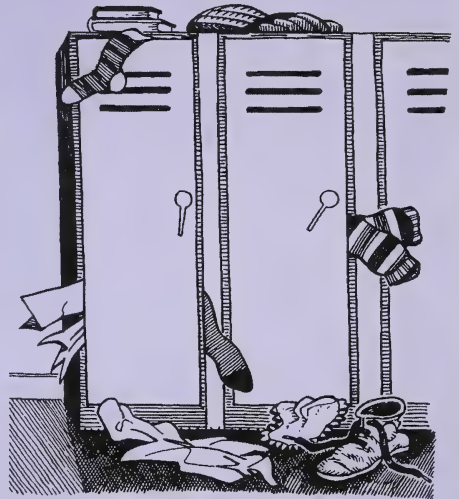
Activity 1: Ses possessions

This section continues the theme of **school** and the objectives set out on the introductory page to *Unité 1* in your text. Before going on, however, it would be good to review some structures while learning some new vocabulary.

Review

Gather together as many of the following objects as possible. Some of the names will be familiar to you, but others are new. If you prefer, you may use pictures rather than the real object.

le compas	the compass
la gomme	the eraser
les devoirs	the homework
le stylo	the pen
le cahier	the notebook
la clef/la clé	the key
les crayons	the pencils
la calculatrice	the calculator
l'argent	the money
la radio	the radio
la trousse de maquillage	the makeup kit
la trousse de crayons	the pencil kit
la serviette	the briefcase
le miroir	the mirror
la règle	the ruler
la liste	the list
le livre	the book
le porte-monnaie	the change purse
les uniformes	the uniforms
les chaussures de sport	the sport shoes, sneakers
le sac de sport	the sports bag, the tote bag



With a partner, if possible, hold up or point to an object and say, "This is my compass. Where is your compass?" Your partner will answer, "Here is my compass. Where is your eraser?" You will answer, "Here is/There is my eraser. Where is your homework?" Begin now – in French of course!

Here is a start:

Student 1: C'est mon compas. Où est ton compas?

Student 2: Voici mon compas. Où est ta gomme?

Student 1: Voici (or voilà) ma gomme. Où sont tes devoirs?

Student text (*La voix des jeunes II, I. Pauvre Don!, page 35*)



Exercise I on page 35 is entitled *Pauvre Don!* (Poor Don!) Don is obviously absent-minded. He has forgotten all his objects and doesn't know where they are. His math teacher is not amused! Open your text to page 35 now and read the introductory sentence to exercise I.

Vocabulary	
fâché	angry, upset, annoyed
oublier	to forget
tout	all, everything
Je ne sais pas.	I don't know.



- A. Next, play the audiotape of the dialogue. It is tape 1A. Pay particular attention to the expression *Je ne sais pas* (I don't know). Practise the pattern orally by substituting words from the list, numbers 1 to 8, for the words in bold type.

Still More Possessive Adjectives

In Section 1 of this module, you learned how to show possession with the word *de*. Go back and read that material again. Then, using the vocabulary list at the beginning of this lesson, review the following pattern. Do this with a partner if possible.

Student 1: C'est le compas **de** Tom?

Student 2: Oui, c'est **son** compas. C'est la gomme **de** Nicole?

Student 1: Oui, c'est **sa** gomme. Ce sont les devoirs **de** Mario?

Student 2: Oui, ce sont **ses** devoirs.

In the same way as you used *mon, ma, mes* for "my" and *ton, ta, tes* for "your," use *son, sa, ses* for "his, hers, its." *Son* is used with the masculine nouns, *sa* is used with the feminine nouns, and *ses* is used with all plural nouns.

Workbook (*Exercice d'écoute L, page 12*)

- B. In this listening exercise, you have to identify the words *son* (□), *sa* (△), and *ses* (○) with the given symbols. Every time you hear *son*, draw a square around the letter-answer. If you hear *sa*, draw a triangle, and if you hear *ses*, draw a circle.



Insert audiotape 3A, and listen to the instructions in French. Imitate the taped speakers. Note and be sure you can pronounce the following vocabulary.

Vocabulary

contient	contains
dessiner	to draw
un carré	a square
un triangle	a triangle
un cercle	a circle



Now complete the exercise on page 12 of the workbook.

Check your answers by turning to the *Après tout*, Section 2: Activity 1.

Student text (*La voix des jeunes II, J. C'est à qui?*, page 35)



The title of exercise J on page 35 of your text is *C'est à qui?* This is not a new expression. It was previously used in exercise F. It means “Whose is it?” With that in mind, read the introduction to exercise J.

Vocabulary

partager	to share
une soeur	a sister
aider	to help
Attends!	Wait!

C. Answer these questions to check your comprehension.

1. Qui partage un casier?
2. Qui est absente?
3. Comment s'appelle la soeur de Suzanne?
4. Qu'est-ce que Jackie demande à Neelam?

Check your answers by turning to the *Après tout*, Section 2: Activity 1.



Workbook (*Exercice écrit 17, pages 32 and 33*)



Now listen to audiotape 1A. Practise the pattern several times by using the objects listed in numbers 1 to 10 at the bottom of page 35 of your text. When you feel comfortable with the oral version, go on to practise the written version by doing *Exercice écrit 17* in the workbook.

Vocabulary	
chaque	each
doit avoir	must have
qui	who
oublier	to forget
quoi	what
une jeune fille	a young girl
un concours	a competition



D. Open your workbook to pages 32 and 33. Read the instructions for parts I and II.

By matching the words at the bottom of the pages with the objects on the table and on the bench in the pictures, tell what each student has forgotten. Notice that there are **two** things to mention in each case.

Save this exercise to submit as part of your module assignment.

Activity 2: Est-ce que je peux?

Student text (*Super-expression, A and B, pages 26 and 27*)

This section introduces expressions that are useful in everyday situations. Sometimes four or five expressions will be listed. In this lesson there is only one, *Est-ce que je peux?* which means “May I?”



A. Open your text to pages 26 and 27. Look at the pictures first. Read part A on page 26. If you insert *est-ce que je peux* before each expression listed in part A, you will be asking permission to do those things. Look at this example.

Est-ce que je peux aller aux toilettes? (May I go to the washroom?)

Continue on your own to the bottom of the list. Then go to part B on page 27. In this part, you are given a list of situations and you must ask permission to do something in connection with them. Here is the first situation, worked out as an example.

1. *Tu es malade.* (You are ill.)

You ask: *Est-ce que je peux aller à la maison?* (May I go home?)

Or: *Est-ce que je peux aller à l'infirmierie?* (May I go to the sickroom?)

Continue to ask questions using *est-ce que je peux* for the rest of the exercise. There are several possible answers to each situation.

Check your answers by turning to the *Après tout*, Section 2: Activity 2.

Student text (*La voix des jeunes II, K. Tout en désordre!*, page 36)



This activity reuses all the possessive adjectives you have learned so far. Read the introduction lines. Lonnie's dad is in the gym after a basketball (*ballon-panier*) game. *Tout en désordre!* (Everything in disarray!)

He asks Lonnie and Richard: Is this **your** uniform?

They answer: No, it's **his** uniform. Here is **my** uniform.

- B. Using audiotape 1A, listen to the conversations; then practise them orally yourself using the substitution method as usual.

Workbook (*Exercice écrit 18, page 34*)



- C. Turn to page 34 in the workbook. Each column is assigned to someone. The first column belongs to *moi*, the second to *toi*, and the third to *Richard ou Anne*.

Each column has pictures of objects belonging to the "someone" listed at the top of the column. Using the list of objects at the bottom of the page, and following the examples already given, finish the exercise.

Save this exercise to submit as part of your module assignment.

Student text (*La voix des jeunes II, L. À ton tour, page 36*)

In this exercise you will be incorporating the two kinds of adjectives you have studied so far: descriptive and possessive. Do this exercise with a partner if possible. If you do it alone, say the sentences aloud.



- D. First, listen to the short dialogue on audiotape 1A and follow along on page 36 in your text. Replay the tape until you can follow the conversation without looking in your text. Now, it is your turn (*à ton tour*). Use the words in 1 to 5 at the bottom of the page, substituting them for those words in bold type in the conversation. From the list on the right side of the page, choose adjectives to describe people or things and substitute them for the words underlined with blue dots.

Here is the first one, given as an example.

1. Student 1: Qui est ton **acteur favori**?

Student 2: Mon **acteur favori**? C'est... Il est *comique* et il est *gentil* aussi. Ses *films* sont *extraordinaires*.

Note how the replacement was done. *Acteur favori* replaced ***prof favori***; *films* replaced ***classes***. *Comique, gentil, and extraordinaires* replaced ***intelligent, comique, and formidables***. Continue the exercise in the same way. Write the answers in your notebook. You may entitle this section, *Les personnes que je préfère*.

Check your answers by turning to the Après tout, Section 2: Activity 2. Later you will be asked to record these answers.

Activity 3: Les rêves et la réalité

Student text (Coin de lecture, page 46)



- A. Turn to your reading selection on page 46 of the text. Scan the reading quickly. Do not be concerned if you do not understand every word. Read for meaning in general, not for specific items. When you have read it through once, answer the following question.
- 1. The main topic of the reading is
 - a. High schools are terrific.
 - b. High schools can be terrifying.
 - c. High schools are for dreamers.

Check your answer by turning to the Après tout, Section 2: Activity 3.

Cognates

When you are dealing with an unfamiliar language, try to relate it to the language you are familiar with. You will notice a lot of similarities. There are over five thousand French words that are similar to English ones. These are called cognates. Here are a few examples from the reading.

secondaire	secondary	un professeur	a professor
un laboratoire	a laboratory	un directeur	a director
un gymnase	a gymnasium	une période	a period
contraire	contrary	une minute	a minute
terrifiante	terrifying	une heure	an hour
énorme	enormous	un exemple	an example
une horreur	a horror	une classe	a class
imaginaire	imaginary	une réalité	a reality
une calculatrice	a calculator	un exercice	an exercise

In some cases, you will find that the words are exactly the same; e.g., *minute*. They differ in pronunciation only. In other cases, there may be just one different letter; e.g., *exercice*. But, in all cases, the words are easily recognizable. Read the selection again, more slowly this time. Read for global meaning, not for individual word meaning.

Answer these questions after your second reading.

2. The name of the school is
 - a. L'école St-Laurent
 - b. L'école secondaire
 - c. L'école de mes rêves
4. Jason and Kim are
 - a. new students
 - b. happy students
 - c. math students
3. The school described is
 - a. a regular high school
 - b. a technical school
 - c. an athlete's school
5. *La rentrée des classes* means
 - a. the first day of school
 - b. the last day of school
 - c. the time classes end
6. Place a check mark before all of the things that describe Jason and Kim's "dream schools."
 - a. ____ a TV in every classroom
 - b. ____ a calculator and a computer on every desk
 - c. ____ lots of books and attaché cases
 - d. ____ homework from all the teachers
 - e. ____ a principal who is always absent
 - f. ____ a strict vice-principal
 - g. ____ a two-hour lunch break
 - h. ____ lots of time to spend with friends
 - i. ____ lots of time between classes
 - j. ____ lots of spares
 - k. ____ teachers who tolerate latecomers
 - l. ____ 45-minute periods
 - m. ____ dark lockers

Check your answers by turning to the *Après tout*, Section 2: Activity 3.

Check to see how much of the reading you understand to this point. If you have more than half of the answers wrong, then contact your teacher or facilitator for some help.

Student text (*Coin de lecture, A. Vrai ou faux?, B. Ton opinion, s'il te plaît, and C. À ton tour, pages 46 and 47*)

- B. Now insert audiotape 6A and follow in your text, page 46, as you listen.

Exercise A

Next, close your text and just listen to the tape. You should now be ready to do exercise A on page 46 of your text. *Vrai ou faux* means "true or false." Identify the true statements and correct the false statements.



Exercise B

Exercise B is entitled *Ton opinion* (Your Opinion). If someone asks your opinion, you usually say whether you agree or disagree with the statement being made, and then you give reasons to support your answer. The French expressions for agreeing and disagreeing are *je suis d'accord* and *je ne suis pas d'accord*.

This is your chance to express your opinion, in French, on a topic you have been studying in Modules 1 and 2. There are five statements related to the reading selection. Think about each statement in French using vocabulary you know. For instance, the first statement says *Les écoles secondaires sont terrifiantes*. If you agree with the statement, you would begin *Je suis d'accord parce que...* If you do not agree, you would begin *Je ne suis pas d'accord parce que...*

Close your eyes and see the statement in the centre of a circle in your mind's eye. All around the circle, see the expressions you know about school, the number and names of classrooms, the teachers, the subjects, and the students. Pick out the ones that relate to your agreement or disagreement with the statement.

If you agree that high schools can be terrifying to a newcomer, then list some reasons for your opinion. They may have to do with the size of the school, number of teachers and students, confusing timetables, and so on. Again, you will find words on page 36 to describe your thoughts.

Suppose you thought that big schools were great; then you could describe your idea by using adjectives such as *formidable*, *magnifique*, or *fantastique* from page 36 in your text. You could say that big schools provide more and varied experiences as well as more opportunities to take different classes. Use expressions from the reading or anywhere in the lesson to help express your views. Do exercise B now. Answer each statement, beginning with *Je suis d'accord parce que* or *Je ne suis pas d'accord parce que*, and develop your thoughts in a maximum of **five** sentences.

Exercise C

Exercise C gives you the opportunity to creatively express your impressions of your first day in high school. This exercise suggests a drawing depicting these feelings. If you were a little apprehensive of the day, maybe you could draw two huge football players hovering over a little quarterback. If you were really excited about this new stage in your life, maybe a picture of the classroom of your dreams or the frosh week dance would be more appropriate.

If you don't like drawing, maybe you could make a collage of magazine pictures to express your opinions and feelings. Add captions in French to emphasize your thoughts. If you prefer writing, maybe you could expand one of the topics from exercise B into a radio or TV report and record it on audiocassette or videocassette. If you have access to a video camera, you might decide to make a report on your school and interview one or two other students or teachers. Remember, this must be done **in French**. So, go ahead now and use what you have learned in this module in some practical way. Have fun!

Save these exercises to submit as part of your module assignment.

Conclusion

Learning to recognize cognates can be a real help when you are learning French, but remember that things are not always as they seem. There are some *faux amis* (false friends) that don't mean the same thing as their English cognates. For example, *un gentilhomme* is an nobleman, not a gentleman.

Isn't it amazing what you can accomplish by using little expressions like *est-ce que je peux* and *s'il vous plaît*? Did you enjoy learning to express your opinions in French? There is much to learn yet in this area, but you have made a good start.

Section 2 Assignment

Listed here are the assignments that are to be sent in for evaluation. You have already completed most of these assignments as you worked through this section. At this point, you should do any remaining parts of the assignment, including the recordings. When you have completed them, package them with the assignments for Section 1 and your oral assignment tape. Rewind the oral assignment tape when you have completed the oral assignments, so that the tape will be ready for the teacher.

Here are your instructions for this assignment.

37

A. Submit these writing exercises.

1. Possessive adjectives (9 marks)

Complete each of the following sentences with the correct possessive adjective. Answer on your own paper and include with your other assignments.

- a. C'est le livre de Don? Oui, c'est ____ livre.
- b. Où est ta règle? Voici ____ règle.
- c. Ce sont tes crayons? Oui, ce sont ____ crayons.
- d. C'est ____ amie? Mais oui, c'est mon amie.
- e. Hé, Serge! Ce sont tes disques? Non, ce sont ____ disques.
- f. C'est ____ clef, Richard? Non, c'est la clef de Mario.
- g. Qui est ton prof d'histoire? ____ prof c'est Mme Murphy.
- h. Lonnie a ____ pratique de football à quatre heures.
- i. Lee, qui sont ____ amis? Ils s'appellent Tom et Don.

2. Est-ce que je peux? (6 marks)

The expression *est-ce que je peux* is used to ask permission. Read the following situations and ask for the granting of permission. There are several possible answers. Write your answers on your own paper.

- a. Tes devoirs sont dans ton casier.
- b. Tout est en désordre dans ta classe.
- c. La directrice-adjointe est très sévère.

3. Writing exercises

Workbook, *Exercice écrit 17*, pages 32 and 33 (13 marks)

Workbook, *Exercice écrit 18*, page 34 (9 marks)

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B. Submit this oral exercise.

Record your answers to numbers 1 to 5, from *La voix des jeunes II*, L. À ton tour, on page 36 of your text, *Entrez 1*.

38

C. Submit your answers to the following personalized exercises.

Student text, *Coin de lecture*, A. *Vrai ou faux?*, page 46 (5 marks)

Student text, *Coin de lecture*, B. *Ton opinion*, page 47 (10 marks)

Student text, *Coin de lecture*, C. *À ton tour*, page 47 (23 marks)

MODULE SUMMARY

In Module 2, you have introduced yourself to other people. You have learned to ask for permission from your teachers. You have identified places and things in a school, and said where certain people are located in the school. You have used school timetables and identification cards. You have shown possession and described where things are. These activities have been done in a school setting and would certainly help you to excel in your Quebec school if you were on a student exchange. These skills, though, can help you out in any setting that provides similar opportunities for communication. Now, on to Module 3 and the world of work!

Après tout



Glossary

**Suggested
Answers**

Glossary

aider: to help
argent (m.): money
Attends.: Wait.
cahier (m.): notebook
calculatrice (f.): calculator
carré (m.): square
cercle (m.): circle
C'est à qui?: Whose is it?
C'est dommage.: It's too bad.
C'est la faute de...: It's...fault.
chaque: each
chaussures de sport (f.pl.): sport shoes/sneakers
classe (f.): class, classroom
clef/clé (f.): key
Comme il est bête!: How stupid he is!
compas (m.): compass
concours (m.): competition
contient: contains
contraire (adj.): contrary
crayon (m.): pencil
De rien.: It's nothing. Not at all.
dessiner: to draw
devoirs (m.pl.): homework
directeur (m.): director
doit avoir: must have
énorme (adj.): enormous
être pressé: to be in a hurry, to be pressed for time
exemple (m.): example
exercice (m.): exercise
fâché: angry, upset, annoyed
gomme (f.): eraser
gymnase (m.): gymnasium
heure (f.): hour
horreur (f.): horror
imaginaire (adj.): imaginary
Je ne sais pas.: I don't know.
jeune fille (f.): young girl

laboratoire (m.): laboratory
liste (f.): list
livre (m.): book
Merci.: Thank you.
minute (f.): minute
miroir (m.): mirror
ne reçoit pas: does not receive
oublier: to forget
partager: to share
période (f.): period
peut-être: maybe
porte-monnaie (m.): change purse
professeur (m.): professor
Quel dommage!: What a shame!
qui: who
quoi: what
radio (f.): radio
réalité (f.): reality
règle (f.): ruler
réponse (f.): answer, response
sac de sport (m.): tote bag
secondaire (adj.): secondary
serviette (f.): briefcase
soeur (f.): sister
stylo (m.): pen
terrifiante (adj.): terrifying
touché: touchdown
tout: all, everything
tout le monde: everyone
triangle (m.): triangle
trousse de crayons (f.): pencil kit
trousse de maquillage (f.): makeup kit
trouver: to find
uniforme (m.): uniform
Viens ici.: Come here.
voilà: there is, there are
Voyons.: Let's see.

Suggested Answers

Section 1: Activity 1

A. Workbook, *Exercice d'écoute 1*, page 9

This exercise is submitted with the assignment.

B. Student text, *La voix des jeunes II*, C. *Où sont les absents?*, page 29

1. Le prof d'anglais c'est Mlle Hastings.
2. Treize élèves sont absents de la classe.
3. Elle demande où ils sont.
4. Des élèves répondent.

C. Workbook, *Exercice écrit 12*, pages 26 and 27

This exercise is submitted with the assignment.

D. Student text, *La voix des jeunes II*, D. *Périodes libres*, page 30

1. Les élèves posent des questions.
2. La secrétaire répond aux questions.
3. La secrétaire est probablement au bureau.

E. Student text, *La voix des jeunes II*, E. *Quels horaires?*, pages 30 and 31

This exercise consists of oral practice. Practise saying these room numbers.

Trinh Ly's Timetable

First period: la classe cent quinze
 Second period: la classe deux cent dix-sept
 Third period: la classe deux cent dix
 Fourth period: la classe cent dix-sept
 Fifth period: la classe trois cent seize
 Sixth period: le gymnase A

Tom Conflitti's Timetable

First period: la classe deux cent dix-neuf
 Second period: la classe deux cent dix-sept
 Third period: le gymnase B
 Fourth period: la classe trois cent deux
 Fifth period: la classe trois cent neuf
 Sixth period: a classe cent vingt-quatre

F. Student text, *Situation 2*, D, pages 42 and 43

1. Je m'appelle Claudine Bondy. Mon adresse, c'est 2453, rue Dundas. Mon numéro de téléphone, c'est 439-2305. Ma classe titulaire, c'est 9D. La date de mon anniversaire, c'est le 4 février.
2. Je m'appelle Jason Paquette. Mon adresse, c'est 3218, rue King. Mon numéro de téléphone, c'est 559-2649. Ma classe titulaire, c'est 9D. La date de mon anniversaire, c'est le 11 décembre.
3. Je m'appelle Rachel Davis. Mon adresse, c'est 511, rue Jacques. Mon numéro de téléphone, c'est 253-1254. Ma classe titulaire, c'est 9D. La date de mon anniversaire, c'est le 28 août.
4. Ma carte d'identité: You will have filled out the card with your address, telephone number, class number, and birthdate.

Section 1: Activity 2

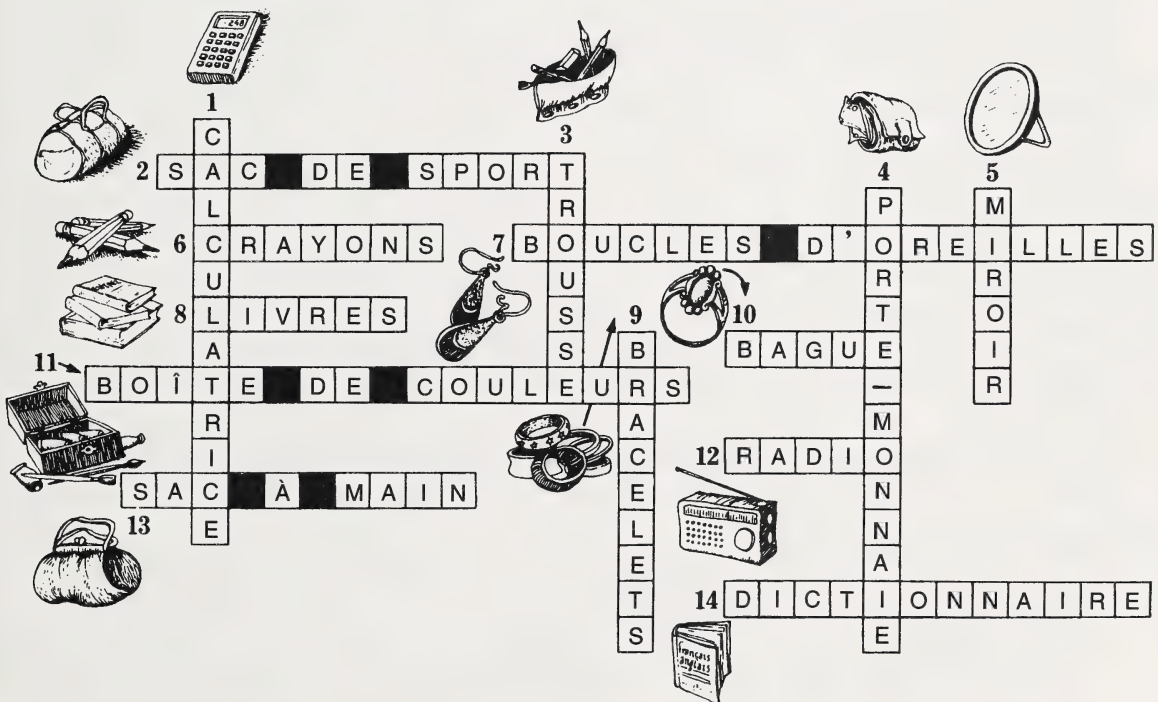
A. Workbook, Exercice d'écoute J, page 10

This exercise is submitted with the assignment.

B. Student text, *La voix des jeunes II*, F. C'est à qui?, pages 32 and 33

1. Le professeur s'appelle Mme Lorrain.
2. Elle trouve les choses de ses élèves dans la classe.
3. Elle demande, « C'est à qui? »

C. Workbook, Exercice écrit 13, page 28



D. Workbook, Exercice écrit 14, page 29

This exercise is submitted with the assignment.

E. Student text, *Situation 3*, pages 44 and 45

1. C'est le match de football.
2. L'équipe s'appelle *Les Lanceurs*.
3. Les élèves de l'école St-Laurent et d'autres écoles regardent le match.
4. Luat porte un costume de poulet.
5. M. Robillard est le professeur de français.

6. L'amie de Connie s'appelle Pauline.
7. Le numéro neuf c'est le frère de Pauline.
8. C'est Mario qui est bête.

F. Workbook, Exercice d'écoute K, page 11

This exercise is submitted with the assignment.

G. Student text, *La voix des jeunes II*, G. Après la partie, page 34

1. Martin trouve des choses à sa maison.
2. Il trouve des choses après la partie.
3. C'est lundi.
4. Martin est devant son casier à l'école.
5. Il demande à qui sont les choses.
6. Ses amis ne répondent pas parce qu'ils sont pressés.

H. Student text, *La voix des jeunes II*, H. Le curieux, page 34

Oral practice; there is no written component.

I. Workbook, Exercice écrit 15, page 30

This exercise is submitted with the assignment.

J. Workbook, Exercice écrit 16, page 31

Samedi soir, nous allons à la partie chez Martin. Moi, j'apporte **mes disques et ma guitare**. Toi, tu apportes **tes cassettes et ton sac à main**.

Le dimanche, nous allons à la plage. Moi j'apporte **mon sac de sport et mon argent**. Toi, tu apportes **ton miroir et ta radio**.

K. Student text, Situation 3, A, page 45

1. Bonjour, Marc. Je te présente mon ami, Guy Marchand.
2. Bonjour, Monique. Je te présente mon ami, Guy Marchand.
3. Bonjour, Mlle Chalet. Je vous présente mon ami, Guy Marchand.
4. Bonjour, Mme Turner. Je vous présente mon ami, Guy Marchand.

L. Student text, Situation 3, B, page 45.

This exercise is submitted with the assignment.

Section 2: Activity 1

A. Student text, *La voix des jeunes II*, I. Pauvre Don!, page 35

This exercise consists of oral practice with no written component.

B. Workbook, Exercice d'écoute L, page 12

2. a. ☐ 4. a. ☐ 6. a. ☐
 b. ☐ b. ☐ b. ☐
 c. ☐ c. ☐ c. ☐
3. a. ☐ 5. a. ☐
 b. ☐ b. ☐
 c. ☐ c. ☐

C. Student text, La voix des jeunes II, J. C'est à qui?, page 35

- Suzanne et Neelam partagent un casier.
- Suzanne est absente.
- La soeur de Suzanne s'appelle Jackie.
- Jackie demande à Neelam de l'aider à trouver les choses de sa soeur, Suzanne.

D. Workbook, Exercice écrit 17, pages 32 and 33

This exercise is submitted with the assignment.

Section 2: Activity 2**A. Student text, Super-expression, A and B, pages 26 and 27**

- Il y a un message pour toi.* (There is a message for you.)
 You ask: *Est-ce que je peux aller téléphoner?* (May I go and use the phone?)
 Or: *Est-ce que je peux aller au bureau?* (May I go to the office?)
- Tu as rendez-vous avec le conseiller.* (You have a meeting with the counsellor.)
 You ask: *Est-ce que je peux aller parler au conseiller?* (May I go to speak to the guidance counsellor?)
 Or: *Est-ce que je peux aller au bureau d'orientation?* (May I go to the counsellor's office?)
- Tu a mal à la gorge.* (You have a sore throat.)
 You ask: *Est-ce que je peux aller boire de l'eau?* (May I go and have a drink of water?)
 Or: *Est-ce que je peux faire mon devoir oral plus tard?* (May I do my oral homework later?)
- Tes devoirs sont dans ton casier.* (Your homework is in your locker.)
 You ask: *Est-ce que je peux aller à mon casier?* (May I go to my locker?)
 Or: *Est-ce que je peux suivre avec mon ami?* (May I follow with my friend?)

B. Student text, La voix des jeunes II, K. Tout en désordre!, page 36

This exercise consists of oral practice with no written component.

C. Workbook, Exercice écrit 18, page 34

This exercise is submitted with the assignment.

D. Student text, *La voix des jeunes II*, L. À ton tour, page 36

The people's names and the descriptive adjectives will vary.

2. Qui est ton athlète favori?
Mon athlète favori? C'est.... Il est.... Il est...aussi. Ses matchs sont....
3. Qui est ta chanteuse favorite?
Ma chanteuse favorite? C'est.... Elle est.... Elle est...aussi. Ses chansons sont....
4. Qui est ton prof favori?
Mon prof favori? C'est.... Il est.... Il est...aussi. Ses classes sont....
5. Qui est ta personne favorite?
Ma personne favorite? C'est.... Elle est.... Elle est...aussi....

Section 2: Activity 3**A. Student text, *Coin de lecture*, page 46**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. The main topic of the reading is <ol style="list-style-type: none"> a. High schools can be terrifying. 2. The name of the school is <ol style="list-style-type: none"> a. L'école St-Laurent 3. The school described in the reading is <ol style="list-style-type: none"> a. a regular high school 4. Jason and Kim are <ol style="list-style-type: none"> a. new students | <ol style="list-style-type: none"> 5. <i>La rentrée des classes</i> means <ol style="list-style-type: none"> a. the first day of school 6. Jason and Kim's "dream schools" have <ol style="list-style-type: none"> a. a TV in every classroom b. a calculator and a computer on every desk e. a principal who is always absent g. a two-hour lunch break h. lots of time to spend with friends i. lots of time between classes k. teachers who tolerate latecomers |
|--|--|

B. Student text, A. *Vrai ou faux?*, B. *Ton opinion, s'il te plaît*, and C. *À ton tour*, pages 46 and 47

These exercises are submitted with the assignment.

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